Is your service –

Well led?

Effective?

Caring?

Safe?

Responsive?

See how EMISC can help you show it is!

EMISC PROJECT Newsletter

Spring 2018

Working out how to do it!

The first course for senior trainers in mentoring in Sintra (Portugal)

Developing the European Mentoring in Social Care project (EMISC)

EUROPEAN MENTORING IN SOCIAL CARE

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EMISC- a short history

In the beginning…

there was an agreed set of minimum standards covering all the basic things which social care staff need to know to work safely. These were called the BESCLO (Basic European Social Care Learning Outcomes). They reflect the values which underpin the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The EU have signed up to that Convention.

These LOs were incorporated into an exam. The BESCLO & the exam were piloted & found to be valid, relevant & reliable indicator of knowledge & attitudes.

The exam is the European Care Certificate (ECC) & is now available in 20 EU states, with 2 more pending. It sits at Level III on the European Qualification Framework (EQF). It is aimed at induction level but it also applies to all staff at all levels.

The BESCLO & the ECC are supported by an optional training course, covering all the LO's.

But it's not enough to just have an agreed set of outcomes & a valid means of delivering & testing for them, if you don't also have workplace support to help staff understand how these work in practice. This is especially true if you are trying to replace the old 'medical model' of care with new attitudes based on the UNCRPD. Many services in the EU face this challenge as de-institutionalisation takes place.

This is where EMISC comes in. It has long been known that mentoring brings positive results (in many industries). EMISC provides a way of doing it in social care. Given the high turnover in care staff it becomes even more important to have an effective induction method & to find ways of ensuring that all the staff share the same vlaue base & use it in their daily work. Mentoring allows employers to do that & EMISC provides a means of evidencing it too.

Read on to find out more…

'The whole is greater than the sum of its parts.'

core values
+
basic knowledge
+
reliable testing
+
workplace support
=
a good basis for care!

What we did

An international partnership made up of 10 agencies, all involved with the development and/or use of the ECC, came together to develop a mentoring scheme for entry level staff in social care.
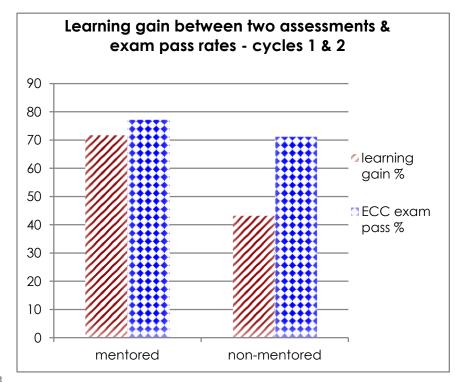
We developed:

- **A set of Learning Outcomes for the mentors (EMISC LO's)**
- **A learning agreement between mentors and person being mentored (the 'mentee')**
- **A tool to assess the knowledge and understanding of the mentee**
- **A recording system which automatically demonstrates the mentee's learning gain/loss over time.**
- **A training course for mentors and a 'train the trainer' course.**
- **A formal curriculum covering the EMISC LO's**
- **A tool to record feedback from people needing support from mentees (End Users)**

In addition to the two 'subjective' assessments of the mentee by the mentor, we also have the 'objective' assessment of each mentee's ECC exam score at the end of the period of mentoring.

We also had groups of 'non-mentees' who were assessed twice by mentors, but they received no mentoring support between the two assessments. They also did the ECC exam at the end.

We are able to compare performance and learning gain between the two groups. (See interim results below)

Then we piloted it in seven countries, revised it and we are now in the final stage of the last pilot. We will release the full results in the summer with all the related supporting documents and results.

Learning gain between two assessments & exam pass rates - cycles 1 & 2

What we did
What we found
What people said

EMISC partners report on progress…

What we found

From the first rounds of mentoring we were pleased (and relieved!) to find that mentoring does improve the rate and level of learning. As the graph (below left) shows the learning gain of mentees was greater than non-mentored candidates.

Mentees also had a higher ECC exam pass rate than non-mentored candidates.

In addition to the statistical data we had positive feedback.

What people said…

"Mentoring training was the way for us to learn in details about the rights of people with disabilities and how to put into practice the person centered approach. We are now able to mentor our colleagues in a positive way."

Maria Solomou (special teacher-physiotherapist, Cyprus)

What people said (continued)

"The EMISC project easily fits into our daily activities. We currently have about 40 different kinds of training, mostly in the field of social care. From our experience, training is important in order to improve the capacity of staff in the workplace. However, it is not enough. As trainees go back to their regular work place, the new knowledge they acquired doesn't fit into their work place, nor into the existing culture or attitudes. So we need to support the workers in the work place in a proper way.
We are also closely involved in the de-institutionalisation and the EMISC materials will be very relevant."

Senior Trainer (Hungary)

The eight Areas of the BESCLO

The 8 areas are:

1. The values of Social Care
2. Promote life quality for the individuals you support
3. Working with risk
4. Understand your role as a worker
5. Safety at work
6. Communicating positively
7. Recognise and respond to abuse and neglect
8. Develop as a worker

Mentoring - a four-way win!

Whatever the final set of results might say, we already can see from the first pilot that mentoring is a win-win-win-win.

It's a win for new staff because they feel supported and valued and they can be helped to see how to apply UNCRPD values in their work. They can also see how their progress and greater understanding is reflected in their assessment scores.

It's a win for experienced front line staff acting as mentors, because they learn new skills *and* have their practical knowledge and good practice recognised in their new mentoring role. They also have the satisfaction of seeing new staff develop in a positive way under their guidance.

It's a win for managers because they can see quickly where there are training needs in new staff and be more confident that the service as a whole is developing in the right direction. Inappropriate attitudes and behaviour are quickly noticed and can be corrected before any long term damage is done. They are also able to offer good front line staff a means of career progression as a mentor which does not take them away from their hand-on care role.

Finally, & most importantly, **it's a win for people using the service** as staff attitudes and practices change to reflect UNCRPD principles. The service should become more user focused, enabling each individual to take control of their lives to the greatest possible extent.

Meet The EMISC Partnership

EASPD
European Association of Service Providers for Persons with Disabilities (Belgium)
www.easpd.eu

SCT
Social Care Training Ltd (Uk)
info@sctltd.eu

(HIHF) (Hungary)
Hand in Hand Foundation
Kezen Fogva Alapitany
www.kezenfogva.hu

Fundatia Alpha Transilvana (Romania)
www.alphatransilvana.ro

CUDV Draga (Slovenia)
www.center-db.si

CECD MIRA SINTRA (Portugal)
www.cecdmirasintra.org

BDS (Bulgaria)
Socialna asociacija Sv. Andrej Bulgaro-Germansko sdruzhenie s nestopanska cel
www.asociacija-sv-andrej.com

Job-Link vzw (Belgium)
www.job-link.be

L.C. EDUCATIONAL LTD (Cyprus)
www.lceducational.com

Inproof (Belgium)
international project office
www.inproof.eu

The EMISC Learning Outcomes

In addition to the simple LO's listed below, we have produced assessment criteria for each LO and Guidance notes for their use.

EMiSC Area 1: Understand the role of the Mentor (in the EMISC project)	EMiSC Area 2: Set up the mentoring programme
Learning Outcomes. The learner will:	Learning Outcomes. The learner will:
1. Understand the **aims** of the EMiSC project 2. Understand the **key values and principles** of mentoring in the EMiSC project 3. Understand the **role and responsibilities** of the mentor in the EMiSC project 4. Recognise the **boundaries** of mentoring in the EMiSC project 5. Understand the BESCLO	1. Explore the **aims** of the EMISC project with the mentee 2. Prepare a **mentoring plan** 3. Agree the **learning contract** with the mentee using standard format 4. Identify **potential barriers** to progress and potential solutions
EMISC area 3: Give mentoring support	**EMISC Area 4: Assess mentee progress**
Learning Outcomes. The learner will:	Learning Outcomes. The learner will:
1. Consider how others may be affected by the mentoring process 2. Use a **range of learning styles** 3. Use a **range of communication skills** 4. Support the mentee to meet the BESCLO in the workplace 5. Provide **constructive feedback** to the mentee	1. Understand how to use the MAT 2. Assess mentee progress using a **range of methods** 3. Provide feedback on progress towards the BESCLO to the mentee 4. Make suggestions to improve performance and progress 5. Record mentoring sessions
EMISC area 5: Reflect upon own performance as a mentor	
Learning Outcomes. The Learner will:	
1. Reflect upon own practice as a mentor	

Are we there yet?

Sample scores	There are **4 Achievement levels** and comments to explain them, with scope for fine tuning a score
0	**Not there yet! 0** •Has only unclear and unspecific knowledge of the topic •Does not give any examples appropriate to the workplace •Has little clear understanding of the topic and/or is mixed up and confused about it
1/2/3	**Adequate 1-3** •Demonstrates a basic knowledge of the topic •Gives at least one example appropriate to the workplace •Communicates ideas and opinions in basic form using some relevant terminology
4/5/6	**Good 4-6** •Demonstrates sound knowledge and understanding of the topic •Gives a range of examples appropriate to the workplace •Communicates ideas issues and opinions in a clear logical way using appropriate terminology
7/8/9	**Excellent 7-9** •Demonstrates a thorough knowledge and understanding of the topic •Gives a range of examples appropriate to the work place as well as other social care contexts •Makes links between theory and practice •Effectively communicates ideas, issues and opinions in an organised logical and coherent manner using appropriate terminology

Using the Mentoring Assessment tool (MAT)

The MAT is a series of questions asked by mentors of mentees covering the 8 areas of the BESCLO. The mentors assess the quality of the answers given by the mentee & gives a score for each answer on the following 10-point scale. Scores are totaled up for each area & recorded. We compare the score in the first & second assessments, with 12-16 weeks of mentoring in between (for mentees).

It is worth noting that 'adequate' is what most new staff will score!